DOCUMENT RESUME

ED 101 138 95 CE 002 885

TITLE Project GROW [Green River Opportunities for Work]: History Report.
INSTITUTION Project GROW, Owensboro, Ky.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 74
NOTE 43p.; For related documents see CE 002 886 and 888

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Articulation (Program); *Career Education; Cooperative Planning; Demonstration Projects; Educational Change; Educational Programs; Educational Strategies; Elementary Education; Junior High Schools; *Material Development; Post Secondary Education; *Program Descriptions; Program Development; Regional Planning; *Regional Programs; *Reports; Secondary Education
IDENTIFIERS Green River Opportunities for Work; *Project GROW

ABSTRACT

A major goal of Project Green River Opportunities for Work (Project GROW) was to develop materials that could be used by teachers in regional schools to help them implement an articulated, developmental career education program from kindergarten through postsecondary levels. The document consists of a regional history report and description of the project and 11 individual district history reports. Each report discusses the purposes of the project and describes the general design, operational base, planned activities, curriculum changes, community involvement, and an assessment. The regional history report offers an overview of the project. A regional career education staff coordinated the program, but each district planned and executed its own program according to individual needs. Major regional activities included the planning and implementing of career education inservice workshops, a massive interest and ability testing program, distribution of career education materials, and a graduate followup study. The development of an articulated developmental career education concept grid for kindergarten through postsecondary levels, and the creation of a matrix and 100 lesson plans were achieved in the final year of the project. (MW)

ED101138

PROJECT G R O W

BEST COPY AVAILABLE

HISTORY REPORT

JANUARY 1972 - JUNE 1974

PROJECT NO. 1883-01
PUBLIC LAW 90-576,
SECTION 142(d)

PROJECT GREEN RIVER OPPORTUNITIES FOR WORK
REGION 3 CAREER EDUCATION DEVELOPMENT PROJECT

THEO VICKERS - PROJECT DIRECTOR
MELVIN PAT GIBSON - PROJECT ASSISTANT DIRECTOR

PROJECT G R O W
1501 FREDERICA STREET
OWENSBORO, KENTUCKY 42301

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 002 885

The statements or contents of this report do not necessarily reflect the views or policies of the Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

1 2/3

BEST COPY AVAILABLE

HISTORY REPORT

PROJECT GREEN RIVER OPPORTUNITIES FOR WORK

PROJECT GROW

REGION 3 CAREER EDUCATION DEVELOPMENT PROJECT

HEADQUARTERS IN OWENSBORO, KY

TABLE OF CONTENTS

I. REGIONAL HISTORY REPORT

II. DISTRICT HISTORY REPORTS

- DAVIESS COUNTY VOCATIONAL REGION
- DAVIESS COUNTY - OWENSBORO INDEPENDENT
- HANCOCK COUNTY
- HENDERSON COMMUNITY COLLEGE
- HENDERSON COUNTY
- HENDERSON INDEPENDENT
- MCLEAN COUNTY
- OHIO COUNTY
- PROVIDENCE INDEPENDENT
- UNION COUNTY
- WEBSTER COUNTY

BEST COPY AVAILABLE

HISTORY REPORT
Project Green River Opportunities for Work
Project GROW
Region 3 Career Education Development Project
Headquarters in Owenboro, KY

DESCRIPTION OF THE PROJECT

Purpose

Project Green River Opportunities for Work (Project GROW) was exemplary in nature, the first of its kind in the United States to explore the possibilities of developing a career education program across several school districts.

Ten school districts, a vocational region, and a community college in Region 3, Kentucky, agreed to plan and implement a career education program in January 1972 for a year and a half with funds provided by a federal grant under Part C provisions in the Vocational Act. The project was continued from July 1973 through June 1974 with an additional grant from Part D funds.

A major goal of the regional career education project was to develop materials that could be used by teachers in regional schools to help them implement an articulated, developmental career education program from kindergarten through post-secondary levels. All other goals stemmed from the major goal: increased interaction among district personnel, in-services for teachers, purchase of career education materials, and the administration of interest, ability, and follow-up inventories.

General Design

Steering committee members (superintendents and directors of the cooperating institutions) hired a regional career education staff to coordinate the program. At the same time, the local education agencies appointed staff members to coordinate the career education programs within the individual districts. Most school buildings were served by one or more persons who coordinated local programs, with teachers and counselors serving as the most important links in the over-all program.

Each district member was free to plan career education objectives and activities that would meet their individual needs. Some chose to design their programs to include all students and teachers in the system; others chose to use a pilot school approach; some chose a progression design in which they would add schools or higher grade levels as the pilot programs were seen to be successful; while others chose to devote most of their efforts at one grade level throughout the district.

Operational Base

The regional staff had no supervisory control of the program. Individual member institutions were at liberty to select the suggested objectives and activities as they saw need in their local education agencies.

Monthly district career education director meetings were held for several reasons: a truly regionalized approach to career education demanded constant input from each district; interaction among the member institutions was needed to share ideas and to gain insight into the needs of others in the region; and regional staff members used the meetings as a major communication system in presenting program suggestions.

BEST COPY AVAILABLE

Planned Activities
January 1972 - June 1973

Major activities during the first year and a half of the operation involved the regional director and the four component coordinators' planning and implementing career education in-service workshops on regional, district, school building, and individual teacher-counselor levels. A massive interest and ability testing program, at levels four, nine, and twelve, the distribution of program-developed and commercially-prepared career education materials, and a follow-up of 1968 and 1972 graduates, were major activities of the regional program during the first phase.

Planned Activities
July 1973 - June 1974

Because of staff reduction during the last year of operation from five to two, activities were devised that would bring district career education directors, teachers, and counselors into the regional office, rather than regional staff members' trying to cover twelve LEAs, 1,500 teachers, and 37,000 students. The major activity of the regional office meetings included the development of an articulated, developmental career education concept grid for use in classrooms and guidance sessions from kindergarten through post-secondary levels. Meetings were planned and implemented for teachers, administrators, and counselors at four levels (K-3, 4-6, 7-9, and 10 through post-secondary) to choose career education concepts that they felt were necessary for their grade level students to learn about themselves and the world of work and that their grade level students were at the stage of readiness for maximum comprehension. After the concepts and readiness levels were chosen, members of the four committees wrote lesson plans that contained performance objectives, enabling activities, ideas for the use of resources and materials, and suggestions for competency assessment of students for each of the four grade levels. The regional office edited and printed the matrix and the one-hundred lesson plans that the educators were able to develop before the project ended. It is hoped that next year the local education agencies will be able to complete lesson plans for the rest of the concepts not covered before the project closed out.

CURRICULUM CHANGES

It is very difficult to attribute all curriculum changes that were made during this period to career education. However, after the inception of career education, many schools organized their classrooms around the open concept, began team teaching techniques, invited more community workers into the classroom, planned more field trips, held career fairs, developed phase elective courses, including some in career education, began interest and ability testing, and undertook follow-up surveys of former graduates. Other observations are that there seems to be less lecture and more hands-on activities taking place in the classrooms and that attendance records show marked increases.

BEST COPY AVAILABLE

Little change was noted in the vocational schools and community college because these institutions were already dedicated to preparation phases of career education. However, the career education project did give rise to re-programming courses at the vocational school toward providing intermediate steps that prepare students for particular jobs, without having to complete a two-year course of training in order to be qualified to enter the world of work. At the community college level, the regional project provided a means for their being able to publicize many more of their two-year programs, which they had not been able to accomplish before because of lack of funds.

The major curriculum changes took place in the minds of the instructors who were able to communicate with other educators in the region to gain fresh insight and conceptual bases for their teaching.

COMMUNITY INVOLVEMENT

Most of the interaction between members of the community and the educational institutions were found at the district levels of the program. However, the regional staff organized a Regional Advisory Committee to help community enthusiasts for career education to share ideas. In addition, many persons from the community were utilized in panel discussions during regional in-service meetings. Also, the regional office sent periodic newsletters to the mass media to inform them of regional career education activities.

ASSESSMENT

Assessment of Project GROW was made at several levels: an evaluating team from the Southern Association of Colleges and Schools was provided by the Kentucky Department of Education to assess the program at the end of the 1973 and the 1974 school years. The Center for Career and Vocational Teacher Education at Western Kentucky University, Bowling Green, also conducted research projects to evaluate teacher, parent, community, and student interest and attitudes toward career education.

Self-assessment of the program by regional staff members involved evaluating the program in terms of reaching the proposed objectives. In this effort, the staff feels that the major goals were accomplished in that career education materials were developed and educators did receive in-service to learn about theories of career education and techniques for implementing the new information into their regular classroom curriculums. In addition, the regional office maintained a materials center from which educators from all the local education agencies borrowed materials for their individual programs. While the testing and follow-up programs need expanding, the programs were initiated with the expectation that the local education agencies will continue the activities. A conference was held at the end of the project at which the member institutions evaluated their individual programs and made plans for the ensuing school year.

Since the local education agency career education programs developed in a variety of ways, reports from each one follow in this history report.

BEST COPY AVAILABLE

HISTORY REPORT FOR
DAVIESS COUNTY STATE VOCATIONAL SCHOOLS

DIRECTOR: MR. HUGH MONTGOMERY

CAREER EDUCATION DIRECTOR: MR. HAROLD BELLAMY

BEST COPY AVAILABLE

DAVIESS COUNTY VOCATIONAL REGION 3 SCHOOLS

DESCRIPTION OF THE CAREER EDUCATION PROJECT

Purpose

The purpose of the career education project in Region 3 vocational schools was:

1. To make vocational education an integral, not a separate, part of students' general education.
2. To study the present curriculum for the purpose of
   (a) revising present content, process, and organization.
   (b) implementing vocational awareness throughout the total public school program.
3. To provide greater vocational emphasis to present public school counseling and guidance programs.
4. To develop a vocational advisory committee for determining regional industry and related area needs and for advising about curriculum revision.
5. To change the present concept and image of vocational education as commonly held by administrators, teachers, parents, and students in Region 3.
6. To provide a vehicle for the continuing research and development of problem areas common or unique to vocational education in Region 3 and Kentucky.
7. To serve as a coordinating unit for all agencies and organizations in the region which have similar concerns.

During the first year and half, the local LEA did not have a budget for career education. However, during the last twelve months of the career education project the regional vocational LEA did receive a budget. Based on the fact that it did receive a budget and that a needs assessment had been made which determined that auto mechanics in the region needed to be standardized and that a competency based curriculum needed to be developed, additional objectives for the fiscal year 1973-74 were added to cover these objectives.

General Design

The general design of the program was a modified pilot project. Auto mechanics was selected to receive the analysis. The program included high school grades 11-12 and post-secondary and adults. In the fiscal year 1974-75, all electricity and electronics classes will be included in a similar study.

Operational base

This program was enthusiastically supported by the director, program coordinators, industrial coordinator, guidance counselor, principals, and teachers involved.

Planned Activities

Planned activities were coordinated around a competency-based curriculum as a plan of necessary experiences to provide students with the knowledge, attitude, and skill that will enable them to be gainfully employed within their occupational choice and at the level they desire.

BEST COPY AVAILABLE

CURRICULUM CHANGES

The pilot program will concern post-secondary and adult education.

COMMUNITY INVOLVEMENT

The career education program was first discussed by the Regional Advisory Committee for vocational education. During the year work and future plans were reviewed by the advisory committees for auto mechanics at the Daviess County State Vocational Technical School, Owensboro Vocational Education Center, Union County Vocational Education Center, and Henderson County Vocational Education Center. Feedback from each one of these committees was considered as the participants continued developing the curriculum. Research was done by teachers and some regional personnel by visiting other schools, job corps centers, and a minimum security prison, where this type of curriculum is used to prepare inmates to return to society as auto mechanics.

One teacher-trainer from a state university was used as a resource person and there have been numerous news releases about vocational and career education in the regional newspapers and on radio and television.

ASSESSMENT

Curriculum Materials

Materials developed to date include course outlines for the following:

Auto Mechanics Assistant (Helper) -- 620.884
Automobile Service Mechanic -- 620.381

Consultants

The director of this vocational region LEA is willing to help other schools with consultants in career education. As there are several people in the vocational schools of the region who have developed expertise in different fields of career education, upon request for such help, the director will cooperate in every way in making the proper personnel available.

BEST COPY AVAILABLE

HISTORY REPORT FOR
OWENSBORO-DAVIESS COUNTY SCHOOL SYSTEMS

SUPERINTENDENT: Dr. James Hilliard

SUPERINTENDENT: Mr. F. T. Burns

CAREER EDUCATION DIRECTOR: Ms. Vandalyn Hooks

DAVIESS COUNTY
AND
OWENSBORO INDEPENDENT

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

BEST COPY AVAILABLE

Purpose

Broadly the goals during 1972-73 were to integrate occupational information and guidance into the ongoing curriculum. Emphasis was placed on the dignity of work and the utilization of community resources, hands-on, and role-playing activities. The emphasis of the school systems during the 1973-74 school year was to broaden efforts and focus on three of the U.S.O.E. goal statements:

Self-Awareness
Career Awareness
Decision Making Skills

General Design

The Region 3 Career Education Project was introduced to approximately thirty school personnel in the two systems during a two-week workshop held in June 1973. From this beginning the concepts of the school systems' career education programs had their beginnings. The school systems received federal assistance for directors of the career education activities in the two systems. During the school year 1972-73 Dick Hedrick directed the activities of the Daviess County School System, and James Hill directed the activities of the Owensboro Independent School System. During 1973-74 the systems jointly utilized Vandalyn Hooks as director of their career education programs.

Daviess County School System chose during 1972-73 to use the pilot school approach. Three schools were chosen: Apollo High School, Burns Middle School, and Utica Elementary School. During the 1973-74 school year the system utilized the efforts of these students and teachers to expand their program to Daviess County High School, Daviess County Middle School, and ten new elementary schools.

The emphasis of the Owensboro Independent School System during the 1972-73 school year was on the elementary and middle school levels. Nine elementary schools had teachers on all levels integrating career awareness into their programs. Efforts in career awareness were also begun in the three middle schools. During the 1973-74 school year career efforts have extended upward to the high school levels.

Operational Base

In-service workshops have provided training for more teachers. Tremendous parent and community support has been received by the school systems. A Citizen's Advisory Council was organized and utilized. The local Chamber of Commerce, individual businesses and industries, and local boards of education have supported the career education efforts.

BEST COPY AVAILABLE

COMMUNITY INVOLVEMENT

There has been acceptance and support of career education efforts among the school administration, teachers, students, parents and business community. Many units have been developed, novel and unique exploratory activities have been initiated, student-centered guidance programs have been fostered, community resources utilized, and guides developed. Both systems have attempted to provide more audio-visual materials directed toward the world of work and self-awareness concepts.

An initial attempt has been made in placement for students seeking full-time employment after graduation. The local Chamber of Commerce has cooperated in attempting to establish a local job bank.

ASSESSMENT

Efforts in evaluation have been made in internal evaluation by the local directors, by the monitoring of the Region 3 Career Development Staff, state department personnel, Dr. Mollie Shook (Southern Association of Colleges and Schools third-party evaluator) and the SACS evaluation teams.

From these evaluation efforts, staff members have been able to pinpoint present and future needs and to plan future goals and objectives.

The concepts of career education have been planted, the seeds have germinated and are growing and developing. Attitudes concerning the goals and purposes of the schools have been scrutinized. The needs for changes were felt. Programs of action were initiated. More positive total student development has been evident. Administrators, teachers, parents, students and the business community have become involved in this change. Changes are occurring in methodology, philosophy, and in teacher, guidance counselor, and administrative action.

The concepts of career education have appeared to be viable concepts to these two school districts. The educators believe the concepts of the dignity of work, whether of the hands, mind, or people directed; the assessment of self in relationship to strengths, interests, aptitudes and abilities; the principles of economy based upon the free enterprise system; a life-center relevant curriculum that helps the student to develop both avocational and vocational skills; and the other facets of career education are the needs of the society. If these assumptions have been correct, then the re-emphasis and refocusing in these two school systems will show positive results. If, however, these aspects of human development and student awareness were wrong assumptions, or if they are no longer held to be priorities of education by local, state, and federal educational agencies, then no true evaluation of the efforts of these two years will ever be fully known.

BEST COPY AVAILABLE

HISTORY REPORT FOR
HANCOCK COUNTY SCHOOLS

SUPERINTENDENT: MR. BILL C. FRANCIS

CAREER EDUCATION DIRECTOR: MR. WILLIAM BUCK

HANCOCK COUNTY

BEST COPY AVAILABLE

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose

Career education related activities in Hancock County during the last three years of affiliation and funding from Region 3 Career Education Project based at Owensboro, Kentucky, have involved efforts to accomplish the goals and objectives enumerated below by the Hancock County Schools' staff. The goals of the local agency center on components vital to the success of any program where efforts are made to develop the study of careers as a total concept which should permeate all education. These goals and objectives consist of:

1. Goal: Provide training and in-service sessions for the teaching and administrative staff

   Objective: a. By the end of the 1973-74 school term, at least 80% of the staff will have participated in on-the-job or in-service training sessions

2. Goal: Provide appropriate materials related to career education in the media centers and establish a bank of lesson plans related to teaching of careers

   Objectives: a. By the end of the 1973-74 school term, materials in media centers of the County schools related to career education will be increased by 20% for the 1972-73 school year
   b. At the end of the 1973-74 school term, each school or the county media center, will have located in the media centers a bank of lesson plans for integration of career education in the curriculum

3. Goal: Provide the opportunity for elementary students to enlarge their understanding of careers and economic competence in a changing world of work (years 1-5)

   Objective: a. To make available awareness activities to 90% of elementary students by 1974

4. Goal: Provide opportunity for 6th through 8th year students to explore each career field appropriate to their level

   Objective: a. To make orientation and exploratory experiences available to 90% of all students by 1974

5. Goal: Provide career education opportunities to secondary students

   Objectives: a. To enroll a minimum of 60% of 9th-12th year students in career preparatory programs based upon the occupational cluster concept
   b. By the end of 1973-74 school term, increase the number of phase elective offerings by 20% at the secondary level

BEST COPY AVAILABLE

c. To commence a work study program with a minimum of 10% of students in years 11 and 12 participating in the program
d. To provide a Junior Achievement Program (in cooperation with local industry) in which 10% of students in years 11-12 will participate during the 1973-74 term

6. Goal: Provide an effective guidance and counseling component in the 6th through 12th years of school

Objectives: a. Plan and implement a procedure for assessment of counseling and guidance needs of students at the orientation, exploratory, and preparation levels of the career education program by the end of the 1973-74 term
b. Integrate services related to career information in the career counseling and guidance programs at the secondary school level by the end of the 1973-74 school term

General Design

The Hancock County Schools has attempted from the inception of the local project to involve all staff members, schools, and pupils in the county.

The school system is composed of three elementary schools, one middle school, and one high school.

After a two-year period the project has been phased into all schools in the Hancock County area on a fairly successful basis. Most teachers have been involved and are elated at the acceptance by students, parents, and the community.

However, it should be mentioned that during the two-year period of the project, Hancock County Schools has been involved in a federally funded Rural Schools Project aimed at providing a total change in curriculum, methods of teaching, community involvement in schools, and testing the effectiveness of innovations in a number of subject areas. The Career Education Project has been secondary to the above-mentioned project in importance because of the funding level.

As a result of Hancock County's participation in the Region 3 project, it is anticipated that some funding will be provided for career education related activities from the Rural Schools Project during the ensuing years. Hence, there will be some continuation of career education despite an expected termination of regional funds.

Planned Activities

During the project's time span there have been many worthwhile activities for children in the Hancock County Schools. These consisted of planned classroom activities by teachers, field trips to sites to observe workers, resource persons and workers visiting the classrooms, fairs, hands-on activities in such projects as the World of Construction and World of Manufacturing in industrial arts classes.

BEST COPY AVAILABLE

Probably one of the more notable changes in the number of activities provided has been guidance related activities which have been expanded to provide for a broader base of career knowledge.

Students have also had access to the VIEW project and massive testing for interest and aptitude.

CURRICULUM CHANGES

Curriculum changes have been too numerous to list.

Generally, it may be said that teachers are more aware of the world of work and the community resources available to assist them in providing worthwhile experiences to youth in the classroom and classroom-related experiences.

COMMUNITY INVOLVEMENT

Community involvement has been extensive in the local project. Businesses, industries, and individuals have assisted in providing personnel and facilities in helping school personnel.

Junior Achievement programs have commenced as a result of relationships with the project.

Parent volunteers have worked with the schools in providing supportive assistance to teachers.

Field trips have been conducted to sites in the county and region.

ASSESSMENT

The local school system personnel have developed more than 65 career education units for use in the classrooms of the area. Many of these units have been forwarded to the regional office for sharing with other school systems.

Local personnel have worked with the regional staff in the development of a matrix approach and regionalized lesson plans.

Local counselors have provided the leadership in coordinating the program at the elementary, middle, and secondary years.

BEST COPY AVAILABLE

HISTORY REPORT FOR
HENDERSON COMMUNITY COLLEGE

DIRECTOR: Dr. Marshall Arnold

CAREER EDUCATION DIRECTOR: Mr. Jim Long

BEST COPY AVAILABLE

HENDERSON COMMUNITY COLLEGE

DESCRIPTION OF THE CAREER EDUCATION PROJECT

As Henderson Community College is a two-year comprehensive community college, it has been charged by the Kentucky legislature to provide two-year career related programs. Consequently, from the time the community college ideal was conceived career education has been and will continue to be an important dimension in the overall offerings. Therefore, as participants in Project GROW, faculty members of this institution found they were in an observing role, a postion which would hopefully lead to implementation of procedure and techniques on the college level that would be compatible with and an extension of what was done in the ten public school districts.

Purpose

Adopted objectives included:

1. Development of brochures and flyers on the two-year associate degree programs.
2. Develop awareness of job opportunities and trends on the local, state, and national level.
3. Establishment of a more refined approach to placement procedures.
4. Increased emphasis for the implementation of career education concepts within classes offered by the college.
5. Active involvement by faculty and staff in regional and state level career education meetings.
6. Establishment of advisory boards for all two-year technical programs.

Operational Base

The following is the adopted operational base for this LEA: The career education project was under the leadership of the coordinator of guidance who served as district director. The director of the college was a member of the steering committee for the regional project. All financial matters were handled by the business officer at the college. Faculty involvement came from those individuals who coordinate two-year technical programs; however, all faculty attended a one-day workshop in June of 1973.

CURRICULUM CHANGES

Curriculum changes have been minimal as a direct result of influence through career education. It should be emphasized again that career education was ongoing before this project and will continue after it is over. This is not to imply that the experiences, associations, and knowledge received through this project have not been of value because they have. An awareness of what will be necessary for this institution to do in the future to meet the needs of students is now more apparent.

COMMUNITY INVOLVEMENT

The community is involved in career education at the college by citizens holding positions on the advisory boards of the technical programs. Resource people are also utilized in the classrooms.

BEST COPY AVAILABLE

LIST OF CONSULTANTS

Marshall Arnold	Director
James E. Long	Coordinator of Guidance
John Sistarenik	Instructor
Claudia Watson	Instructor
Sharon Caudill	Instructor
Bill Price	Assistant Director
Bob Hall	Assistant Director
Lee Hisle	Librarian
Bob Park	Assistant Director
Alan Hedgespeth	Instructor
Arch Lacefield	Instructor
Donald Chapman	Coordinator of Student Activities

BEST COPY AVAILABLE

HISTORY REPORT FOR
HENDERSON COUNTY SCHOOLS

SUPERINTENDENT: Mr. Lewis H. Johnson

CAREER EDUCATION DIRECTOR: Mr. Curtis Sanders

HENDERSON COUNTY

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

BEST COPY AVAILABLE

Purpose

In considering the overall goals and objectives of the Henderson County Career Education Project for 1973-74, it was apparent that idealism must be tempered with realism. Career education in Henderson County, as a separate identifiable ingredient, has existed since July 1, 1970. Since its inception many teachers have embraced many of the career education concepts which have been presented. At the same time there are many teachers who have rejected career education.

Realizing that the district director could not realistically force every teacher to implement career education, he decided to establish a goal of encouraging all teachers to implement the concepts of career education which seemed to fit into their subject matter area and to make better use of community resources to better familiarize students with the working world.

The administrative leader of Henderson County Schools, Superintendent Lewis N. Johnson, does not feel that career education should be set apart as a separately identified ingredient in the total learning program of students. A false dichotomy has been created by the necessity to measure how much of the student's learning is career education and how much is general or traditional learning.

General Design

Career education in Henderson County for the 1973-74 term represents an extension of the Henderson County Exemplary Project, which extended from July 1, 1970, to June 30, 1973. The scale of the program had to be reduced for the 1973-74 fiscal year since the budget allocation from the regional project was considerably lower than that of previous years. The decision was made to focus more on middle and high school students since there is a greater need for career development skills as students approach termination from the secondary curriculum.

Operational Base

The central office staff appointed a district career education director, Curtis E. Sanders. The district director disseminated information to the building principals, who as the curriculum leaders, were charged with the responsibility of encouraging career education implementation in the classrooms.

The financial aspects of the project were conducted by the district director acting under the direction of the finance office and the board of education bookkeeper.

Planned Activities

The administration of Henderson County Schools devoted two full days of in-service to a program designed to familiarize teachers with available community resources. All teachers and administrators visited three different community industries or businesses on the first day. The second day consisted of small group meetings with community workers coming to the high school to discuss their work and programs.

BEST COPY AVAILABLE

Guest speakers and field trips were arranged for all grade level students to learn about the world of work. In addition, the middle school staged a World of Work Fair in which approximately 85 representatives from various occupational clusters spent a half day talking informally with students about their work.

The middle school also implemented an in-school work program with a grant from the State Department Division of Guidance Services. Students filled out applications, submitted letters of reference, and were interviewed by a potential supervisor before being assigned jobs as aides in the library, physical education classes, guidance office, principal's office, art classes, shop classes, and janitorial areas.

On the high school level, the guidance staff expanded the testing program with the Differential Aptitude Test to include a Career Planning Questionnaire. The high school counselors also assisted senior students in obtaining part-time work after school and during the school day when scheduling arrangements could be made.

COMMUNITY INVOLVEMENT

The community was utilized in the classrooms when guest speakers came to talk about their jobs. Many sessions were video-taped to get maximum use of persons who could stay for only one class.

Placement of students on jobs involved the community. Approximately 47 high school students held part-time jobs during school time in 1972-73 and 69 in 1973-74.

The two-day in-service held at the beginning of the school year involved every teacher in the school system taking three field trips to visit business and industry. Nearly 20 classroom teachers took their students on field trips to community work sites during the school year, paid for by career education funds.

CURRICULUM MATERIALS

Seven teachers and the district career education director assisted other professionals in developing a regional career education curriculum matrix. These lesson plans were made available to teachers to implement career education in the classrooms.

BEST COPY AVAILABLE

HISTORY REPORT FOR
HENDERSON INDEPENDENT SCHOOLS

SUPERINTENDENT: Mr. Wm. B. Posey

CAREER EDUCATION DIRECTOR: Ms. Rita Lockwood

HENDERSON INDEPENDENT

BEST COPY AVAILABLE

DESCRIPTION OF THE CAREER EDUCATION PROJECT

Purpose

The purpose of the career education program in the Henderson Independent Schools was to encourage all staff members to integrate career activities into all areas of the curriculum. The objectives set were:

1. To orientate staff members about career education concepts through a system-wide in-service program
2. To explore the world of work and related jobs by utilizing more resource people as models for various occupations
3. To utilize more community resources through field trips to create better business-education relations
4. To teach youngsters good interviewing techniques to employ in this people-oriented, life-centered, more relevant approach to teaching
5. To encourage career related projects and hands-on experiences
6. To create positive attitudes toward work

General Design

The program was designed to encourage and allow freedom by teachers to gradually incorporate career concepts into teaching strategies. Teachers were neither forced to teach a specified number of units, nor were directives issued. All teachers at all grade levels were encouraged equally. This design proved satisfactory because more and more teachers started showing interest and incorporating ideas. Regional staff employees and local component directors played instrumental roles in getting teachers to implement career activities.

Operational Base

Volunteers were solicited to attend the initial orientation workshop instigated by the Region 3 Career Education Project in Owensboro during the summer of 1972. From this training session emerged the leadership, ideas, and incentives to implement the local program and operational organization.

During the 1972-73 school year the line of command consisted of the following personnel: a District Director, 7-8; an Awareness Component Director, K-6; an Orientation Director, 7-8; an Exploration Component Director, 9-12; and a Guidance Component Director. These five people provided the leadership for local involvement and planning for the initial year of the project.

A two-day local workshop was conducted in Henderson on August 14-15, 1972 as a result of the Owensboro Workshop. Consultants were employed to work with the directors, principals, supervisory counselors, and teachers who the school administrators felt would be willing to participate and experiment with the career concept. The purpose of this workshop was to indoctrinate key people in each building who could readily integrate career activities into their classroom situations and who would be positive influences in getting other teachers to do likewise. The workshop objectives were to make participants aware of the over-all concepts of career education and to develop practical ways to apply the career concept in units of study.

BEST COPY AVAILABLE

Needless to say the teachers who participated in the August workshop were and have been the most enthusiastic supporters.

Two days were devoted to a system-wide in-service training program in October 1972. The regional staff and other consultants were used to orient all staff members about the concept.

Planned Activities

The impact of career education has had a positive effect on students and the planned activities. Activities for each component have been varied, more relevant, and more meaningful. At the elementary level students are more aware of the different kinds of jobs in the community and how occupations complement each other. This has been accomplished by inviting more people to school as resources, by taking more field trips into the community and businesses, by using awareness games to improve self images which is important in getting a job, by using hands-on-activities with more meaning, by utilization of materials and books provided with funds from the regional project, by using more role-playing activities, and by developing experiential projects. One elementary school, for example, borrowed money and constructed a greenhouse and has made enough money selling plants to pay for it. Such an experience has had a lasting effect upon students and the related jobs that have been connected with this project are endless - banking, retailing, florists, gardeners, construction, heating, plumbing, electrical.

The experiences at the junior high level have been just as rewarding. More resource people have been used and more field trips taken. Students are more aware of jobs and job clusters, pay scales, educational requirements, and availability of jobs in Region 3 since the use of VIEW was implemented in 1972-73. The students in home economics and industrial arts classes have used mini-projects to explore the world of work. A career day was planned with 35 job classifications represented. Students have been taught how to interview a resource person to obtain more useful information. Closed circuit television has been used effectively by students to learn more about jobs in the area of communications.

Secondary students have also profited from career activities such as field trips, use of more resource people, and use of more guidance materials on occupational information. More emphasis is now being placed on testing and interest inventory results to help place students better. Vocational opportunities have been expanded for more students. Career days and use of more resource people - armed services, colleges - have increased the student awareness of available careers. Vocational education classes are more career oriented.

CURRICULUM CHANGES

Changes in the curriculum design have not occurred drastically. But career education has affected teaching plans. At the middle school level career education classes are scheduled with the main thrust being on use of the VIEW program. In the high school more vocational classes are being offered as student interest continues to increase.

BEST COPY AVAILABLE

COMMUNITY INVOLVEMENT

Career education activities have had a big impact on increased involvement. All schools have used more resource people, taken more field trips to more businesses and industries. Career day at the junior high school was initiated because of career activities and the response of the community has been tremendous. The same has been true at the high school. News releases and home bulletins have been used to keep those people not used as resource persons abreast of career activities. Because of this involvement the school program has been taken to the people.

ASSESSMENT

The concept of career education has helped make subject matter more relevant to students. It has also caused classrooms to become more activity oriented and people centered. Closer community relations has resulted through the use of more resource people. Altogether this project has been effective. A seed has been planted and with proper care it will grow and grow and grow.

Some teachers have done excellent jobs with career education, but their willingness to serve as consultants is questionable. These people are: Nan Ternes, Jefferson Elementary; Phyllis Nelson, Jefferson; Jane Raber, South Heights; Gertrude Vincent, South Heights; Linda Green, Audubon; Mildred Stribling, Central; Barbara Ford, Barret; Robert Hoagland, Barret; Patricia Denton, Barret; Susan Mueller, Barret; Bill Denton, Barret; Mildred Tate, Henderson High; Wayne Wood, Henderson High.

BEST COPY AVAILABLE

HISTORY REPORT FOR
McLEAN COUNTY SCHOOLS

SUPERINTENDENT: Mr. RICHARD HOPKINS

CAREER EDUCATION DIRECTOR: Mr. JOE ANTHONY

McLEAN COUNTY

BEST COPY AVAILABLE

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose

The objectives of the McLean County Career Education Project included:

1. To provide each elementary student in the schools with a minimum of one unit of career education activities
2. To support existing career education programs on the high school level through the use of commercial kits on various occupations

General Design

The main thrust of the McLean County program was at the awareness level.

Operational Base

A director was appointed to administer the program. He had complete authority to authorize activities, to sponsor field trips, and to point the direction of the project. The superintendent was kept informed as to what was being done and the progress being made.

The director informed the teachers that funds would be made available to support career education activities upon approval of their projects by the director. The teachers made purchases and were reimbursed for the cost of the materials.

Planned Activities

On the elementary levels, activities included guest speakers, field trips, construction of models, role-playing, development of a micro-economic system, developing interviewing skills, relating basic skills to future job skills, utilization of team teaching techniques, purchasing kits (SRA "WORK" Kit and the SRA "Manpower and Natural Resources" Kit), and profit-making activities (photography).

Activities on the middle school levels included the use of kits (SRA "Manpower and Natural Resources" Kit and SRA "WORK" Kit for science-related occupations), instruction in minor repairs (painting, carpenter work, and setting up playground equipment), and profit-making activities (publishing a school newspaper and annual).

On the high school levels, students made use of kits (SRA "Occupational Exploration" Kit and the SRA "Job Experience" Kit), guest speakers, and profit-making activities (the commercial foods class set up and operated a restaurant for a week to serve noon meals).

CURRICULUM CHANGES

Included in curriculum changes were various extensions of special teaching techniques: constructing models, practical carpentary, use of kits, role-playing, guest speakers, field trips, interviewing, development of a micro-economic system, team teaching approaches, and profit-making activities. In addition, more teachers seemed to be pointing out the relevancy of school-learned skills in relation to skills needed outside of school.

BEST COPY AVAILABLE

COMMUNITY INVOLVEMENT

The community was involved in the field trips and guest speaker activities that many classrooms were involved in. Also, the high school commercial foods activity involved members of the fiscal court and the career education regional staff when they were asked to lunch at McLean County High School.

ASSESSMENT

It is felt by the teachers of McLean County that career education should continue to be an integral part of the McLean County Schools, and plans for next year include a three dollar per student allotment for career education activities.

Consultants

Mr. O. J. Frizzell, Director
Mr. Joseph A. Anthony, District Career Education Director and Supervisor
Mrs. Edward Johnson, Awareness Component
Mrs. Linda Edds, Exploration Component
Mr. Tris Kingston, Preparation Component
Mrs. Sue Nelson, Guidance Component

BEST COPY AVAILABLE

HISTORY REPORT FOR
OHIO COUNTY SCHOOLS

SUPERINTENDENT: MR. J. W. PARK

CAREER EDUCATION DIRECTOR: MR. J. NEIL EMBRY

CAREER EDUCATION DIRECTOR: MS. DOLORIS ESKRIDGE

BEST COPY AVAILABLE

OHIO COUNTY

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose

Objectives of the Ohio County Career Education Project included:

1. To develop an Advisory Council consisting of representation from the following: parents, schools, professions, civic organizations, and youth organizations.
2. To develop a list of available resources.
3. To provide teachers with an understanding of the relevancy of career education to the present teaching program.
4. To integrate into the present curriculum a realistic connection between subject matter and the world of work.
5. To offer a program for students to have an opportunity to acquire greater insight into individual strengths, weaknesses, vocational interest and knowledge about the world of work; upon completion of this program students will have a more positive attitude toward the concept of work.
6. To organize a program around the following four component areas: K-6 Awareness, 7-9 Orientation and Exploration, 10-12 Preparation, and K-12 Guidance.

General Design

A career education project staff was designated to coordinate all implementation. The project staff worked throughout the summer developing units and activities in each of the four component areas that were used by teachers in the pilot schools during the school year. A copy of the units was submitted earlier and is not included in this document.

Operational Base

A three-day workshop was planned for pilot school teachers and principals and at least one teacher from each of the other schools in the LEA.

The program was continued in each of the interested schools and is still in progress.

CURRICULUM CHANGES

The elementary and middle schools implemented into their curriculum career education objectives. This correlation of career education and curriculum has gone very well.

The middle school level has also set up elective courses relevant to the career program.

Much of the high school career program has centered at the vocational areas and business. The high school students have made much use of the VIEW reader-printer.

BEST COPY AVAILABLE

COMMUNITY INVOLVEMENT

The schools have gotten more publicity from the implementation of career education than from any other innovative change this year.

Teachers have included with each unit taught many relevant resource people and field trips when applicable.

The local newspapers have been notified when resource people have visited classrooms, and pictures and stories have followed. This procedure has been incorporated for field trips also.

One example of the use of resource people was in a second grade unit of community helpers. A nurse, state trooper, and mailman came to school and talked about their jobs. The class visited the fire station, jail, and post office to learn about these jobs.

ASSESSMENT

Curriculum Materials

Units were written by the project staff; the teachers that used these units were asked to submit additional units, which they did. Many teachers were sent from the LEA to the Regional Career Office to assist in writing mini units which are a part of the Matrix.

Consultants

People from this LEA that have worked in the program at the elementary level include Joe C. Davenport and Doloris Eskridge; middle school level, Mitzi Chinn; and Neil Embry, district career education director.

Evaluation

The career education is going quite well in the schools that have the full support and encouragement of principals.

BEST COPY AVAILABLE

HISTORY REPORT FOR

PROVIDENCE INDEPENDENT SCHOOLS

SUPERINTENDENT: MR. GEORGE WOOTON

CAREER EDUCATION DIRECTOR: MR. BOB WINGER

BEST COPY AVAILABLE

PROVIDENCE INDEPENDENT

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose

The Philosophy of Career Education, approved by the superintendent of schools, Mr. George Wooton, lists goals of the Providence career education project:

> "Every student, K through 12, will be exposed to the "world of work." It is expected that each subject area will be so instructed as to provide "windows" with a view of jobs, their characteristics, their importance, their requirements, and their rewards.
>
> Vocational aspects of learning will play an increasingly larger role in the total study pattern. Career education will not be separate from, but an integral part of, academic pursuits. The student will, with varying degrees of intensity, be shown the relationships of academics to vocational considerations, with emphasis on jobs.
>
> It is hoped that eventually career education will be so interwoven with traditional general curriculum that one will rarely be distinguished from the other. Pupils must be made keenly aware of the ultimate objectives education has for them: usefulness, productivity, economic independence, and personal satisfaction.
>
> No student will be knowingly channeled into a narrow concept of his vocational future. Provision will be made for him to see a broad spectrum of the occupational field. Opportunity will be afforded the pupil to choose, question, explore, re-evaluate, and alter his choice."

General Design

From the beginning it was planned to include all the students in the district in the career education program. All teachers and every phase of instruction would be involved in this program.

Operational Base

Planning and implementation of the Providence program was, at the outset, the responsibility of the director of career education, a part-time employee of the district. He was responsible to the superintendent, who required the cooperation of all administrative and instructional personnel. The most enthusiastic support for the program, other than that of the director, came from the superintendent of schools and the supervisor of instruction. (During the two years of the program, the system employed no counselor.)

BEST COPY AVAILABLE

Planned Activities

Primarily, the Providence Career Education Program had a three-pronged thrust:

1. Special career educational units of instruction.
2. Face-to-face confrontation with people who are involved in a broad spectrum of the employment picture. The students would meet, listen to, and question men and women from every walk of life, from as many different job experiences as possible.
3. Field trips played an important role in opening up the "world of work" to all students.

Supportive in this three-faceted approach was an effort to improve the student's self-concept, to upgrade his appreciation of all gainful employment, and to introduce him to actual job-related activity through hands-on experience.

CURRICULUM CHANGES

Curriculum changes have been made in the phase elective programs and manual arts classes in the high school. In the former, career-oriented studies were pursued, with many consultants from various employment categories being utilized. In two English elective courses "interviewees" visited the school and students took field trips. In the "shop" classes, instruction in the World of Construction and the World of Manufacturing were featured.

In the last two years Providence classrooms have been visited about two hundred times by community and area people from almost every occupation known. Municipal employees, bank and business people, representatives of all local professions, manufacturing employees, technical workers, farmers, miners, transportation people, along with county, state, and federal employees have been interviewed by the students. In addition, the pupils have been the guests of many businesses, manufacturing firms, radio and TV stations, newspaper plants, retail outlets, farms, local, state and federal installations, and churches, hospitals, and other institutions of learning. Students are now better informed about the community than ever before in the history of Providence schools. One parent remarked, "I did not know that Joe could learn so much about the community in such a short time."

COMMUNITY INVOLVEMENT

A local Career Education Advisory Council was formed. The membership list includes the president of a construction firm, the manager of a local manufacturing facility, a housewife, the president of the bank, the manger of a loan firm, and the owner of a retail store, as well as the publisher and editor of the local newspaper.

BEST COPY AVAILABLE

ASSESSMENT

Curriculum Materials

Instructors developed many units in nearly every subject, and at almost every grade level. Some of these units of instruction have been shared with other schools, and some have become the topic of favorable discussion at many levels of the region. These units will be improved and utilized in the future, and the catalog of career instruction lesson plans will be enlarged continually.

Consultants

Persons at Providence who will be available to share their expertise in career education are:

Mrs. Frances Fortenberry, third grade.
Mrs. Rowens Lafountain, second grade.
Mr. Bobby Joe Eddings, sixth grade.
Mr. Mike McNeely, high school English.
Mr. Lowell Childress, high school science.

BEST COPY AVAILABLE

HISTORY REPORT FOR
UNION COUNTY SCHOOLS

SUPERINTENDENT: DR. GEORGE OVERSTREET

CAREER EDCUATION DIRECTOR: DR. CHARLES N. WELLS

BEST COPY AVAILABLE

UNION COUNTY

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose

The career education project in Union County had as its primary purpose the implementation of a program that would cause students to become aware of career opportunities and provide them with a means of preparation for entry into a career field. It was felt that this purpose could be accomplished by meeting the following objectives:

1. To develop an understanding of the dignity of work
2. To develop concepts of career development
3. To develop career orientation and an awareness of the great variety of career opportunities
4. To develop research skills which are necessary for the study of careers
5. To humanize existing subject matter
6. To provide detailed exploration which will enable the student to begin specific occupational choices or to prepare for further education
7. To develop awareness of the need to prepare for a future occupation
8. To allow for specific occupational courses with enough depth to develop skills to enter the world of work or to begin college preparation
9. To provide experiences with real work situations within the school and community setting

General Design

The program began with a salaried director, guidance coordinator, orientation and exploration coordinator, and a preparation coordinator. These people also held regular teaching or counseling jobs with an additional stipend for the coordinating activity. These people were located in different schools in an attempt to make them available to as many educators as possible.

Operational Base

Areas of concentration were designated by grade level. Awareness was stressed in grades 1-6, orientation and exploration in grades 7-9, and preparation in grades 10-12. The guidance component served grades 1-12.

The coordinating positions were discontinued the second year, leaving only the director who functioned without a stipend. Since the administrative staff was reduced, the implementation of the program was largely left to individual teachers under the supervision of their building principals. This change was felt appropriate since the most avid supporters of the program were teachers. These teachers who received administrative support, were given the latitude to experiment with new programs. They designed curriculum from their experiences in the in-service programs conducted by consultants which were provided by the regional project.

BEST COPY AVAILABLE

Planned Activities

The enthusiasm of the teachers and their planning brought many new activities to the classroom. These activities were basically of the hands-on and resource type, with some on-site visitations. These changes did not basically alter the curriculum at the elementary and junior high levels. The high school was in a curriculum revision phase at the time career education was introduced. It switched from a traditional program to a totally phased program. The new plan created twelve-week quarters and in excess of 350 course offerings. The final number of courses elected by students was 256, with 60 of these being directly career related; the career concept was included in many of the other courses.

COMMUNITY INVOLVEMENT

Community involvement was mainly the result of the students' enthusiasm being carried to the home and the public, as no organized effort was made by the LEA. This involvement was further generated by extensive use of resource persons from practically every occupational field in the county.

ASSESSMENT

An assessment of the entire project period is difficult to evaluate. However, several positive and negative conclusions are quite obvious. Some teachers are doing an outstanding job, not only in presenting the career concept, but in using new techniques to motivate the uninvolved student, to create an atmosphere in which subject matter becomes relevant and, to many students, to make learning fun for the first time. The successes of these teachers are making others take notice and begin to incorporate new concepts and practices in more classrooms. Guidance services have been modified to meet the needs of the students in career information and testing, in placement, in the coop program, which is rapidly expanding.

Probably the most negative aspect of the project, at least in the last year, has been the lack of coordination throughout the LEA. This has been the result of having a director who had major responsibilities in another area and could not spend enough time working with the program. Even with this handicap, the project has proved worthwhile and should be continued at least at the present level of involvement next year.

BEST COPY AVAILABLE

HISTORY REPORT FOR
WEBSTER COUNTY SCHOOLS

SUPERINTENDENT: Mr. Bobby Chaney

CAREER EDUCATION DIRECTOR: Mrs. Marjorie Johnson

CAREER EDUCATION DIRECTOR: Mr. Roger Milburn

WEBSTER COUNTY

BEST COPY AVAILABLE

DESCRIPTION OF THE
CAREER EDUCATION PROJECT

Purpose -- 1972-73

1. To promote a program which will equip students with an awareness and knowledge of the totality of job selections.
2. To develop proper attitudes for a student to seek information about a job, to know how to obtain a job and hold it, and to succeed in the job.
3. To provide a sequential program, grades 1-12, which will equip students with an occupational skill for job entry, if they so desire, at the end of 12 years of school.
4. To use as many community resources as is possible during this period.
5. To expand the program to include many more students and teachers than were involved at the beginning.

Purpose -- 1973-74

1. To continue in the development of the rationale that career development is a definite part of the total education program, since ultimately education leads to a career objective.
2. To establish and provide an improved placement and follow-up service for Webster County High School students in order that students may be helped to apply skills and knowledge obtained subsequent to career choices.

General Design

For the past two years, the Webster County School system has been one of ten districts involved in the Region 3 Career Education Project. During the first year, 1972-73, two elementary teachers (grades 1-8) from each of five schools and three high school faculty members and one counselor were involved in career education. During the second year, only students and teachers in the high school (grades 9-12) were actively involved.

Operational Base

May 1972: Dixon Elementary School served as host to the Kentucky School Administrators Spring meeting; the program was presented by the regional career education staff.

May 1972: Regional staff, community leaders, and administrators attended a luncheon at Webster County School.

June 1972: Workshop on the regional level, which involved 15 educators from Webster County.

August 1972: A district workshop was organized and coordinated by the director for 23 Webster County educators. Participants were those planning to serve as leaders in the program.

From the original leaders, 11 faculty members evolved as supporters of the career education program. The line of command has been principally in the hands of the high school counselor and the supervisor. Each principal has been important in planning the program and seeing that the faculty was involved.

BEST COPY AVAILABLE

Planned Activities

Planned activities included field trips, audio-visual aids on topics involving career education, resource guests, bulletin boards, and units on careers. In addition, group sessions with students involved the VIEW reader-printer, the Dictionary of Occupational Titles, Chronicle File, career periodicals, and the Occupational Outlook Handbook. Students in Freshman English classes were administered the Ohio Vocational Interest Survey; interpretation of the results was provided. Junior and senior students were involved in placement activities. Sixty-five senior high students served as aides in the elementary school and were given credit for their work experience.

CURRICULUM CHANGES

Most curriculum changes occurred on the secondary level. Home economics classes added a course in consumer education; a Man and Work course was added to the social studies elective offerings; a distributive education unit was added in the 1973-74 school year; and an increase in the number of students interest in and attending Madisonville Vocational Area Center was noted. An additional curriculum change will be brought about when the new Webster County Vocational School is begun in June 1974.

COMMUNITY INVOLVEMENT

The community has been involved in the career education project through several routes: field trips have been taken to the local newspaper office, nursery, post office, grocery stores, and furniture stores. A resource directory was compiled for use in the schools, and many guest speakers were used in the classrooms from this list; the distributive education teacher made many contacts with persons in the community; news releases were distributed to the local newspaper.

ASSESSMENT

Curriculum Materials

The following units were developed for use by faculty members:

1. Consumer Education
2. Family Living
3. Agriculture
4. Health Careers